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ABSTRACT

This booklet describes: 1) athletic facilities and equipment needed for badminton, 2) teaching objectives, 3) performance fundamentals, 4) drills that teach skills needed for playing badminton, and 5) lesson progression for high school students. There are also suggestions for working with students with below average eye-hand coordination. (CJ)

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BADMINTON INSTRUCTION FOR STUDENTS IN GRADES 7-12

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I. INTRODUCTION

The information for badminton instruction that is provided in this booklet is meant to supplement information provided in one of several badminton instruction books already published. Of the books that are presently on the market, the two listed below are highly recommended:

1. Badminton, Margaret Varner Bloss and Virginia A. Brown, Third Edition, Wm. C. Brown Company, Dubuque, Iowa, 1975.

2. Advanced Badminton, Wynn Rogers, Wm. C. Brown Company, Dubuque, Iowa, 1970.

The 7-12 instructor for any game activity must approach the series of instructional lessons with an insight that goes beyond the recognizable and desirable image of a totally ordered performance by a class of highly skilled students. It has often been demonstrated that instructor inexperience and lack of insight can result in a poor unit of instruction and an overall undesirable learning experience for many students. Recommendations are made in this booklet that will help the beginning instructor to overcome lack of experience.

Though high level performers (male and female) are extremely fit, the instruction presented herein is designed for students of average fitness in grades 7-12.

The instructors should find time within instruction to accurately describe most all of the rules and etiquette of the game. One of the beauties of this game is that there are so few rules to learn. Some, however, are moderately complex and require periodic review. It is recommended that students learn rules outside of class and review them with the instructor.

Fortunately, the game of badminton lends itself to a relatively controlled order of instruction and play and a resulting positive experience for the students and teacher. If the instructor approaches the series of lessons in a manner which allows the game its true dignity, students will approach instruction and play with a noticeable sincerity of purpose.

When played with experienced people, there is no game played in the world today where the implements of play (racket face and shuttlecock) move so rapidly and continuously. In international competition world class athletes have, on occasion, exhausted themselves totally and been unable to finish a match. The all-round physical and mental requirements for high level participation are at least as demanding as any sport played in the world. Parallelling these performance demands is a high code of etiquette that is equal to any code found in sport.

It will be assumed in this booklet that instruction for each lesson will be approximately 40 minutes in length and that there will be from 18 to 20 lessons offered. Instruction can be offered to coed classes or to same-sex classes. Instructors should be aware that, at any level of play, men perform power shots better than do women. Instructors should not expect the same power performance from both sexes. Except in mixed doubles it is not appropriate to play females against males.

The keys to successful instruction include: (1) continue to demand improvement every day of class; (2) insure that students know the rules of the game and play only by these rules; (3) insure that proper etiquette becomes part of their play; (4) keep students active at all times; (5) explain the reasons for the use of drills; and (6) as a teacher, try to check each student each day.

II. FACILITIES, EQUIPMENT, AND SAFETY

In planning for good instruction, the instructor should not attempt active student participation by any more than six students per court. There are a number of drills that can be conducted away from the actual playing court, but court congestion hinders progress by any of the students.

Present day gymnasium facilities may be less than adequate in ceiling height. It is recommended that 26 feet be a minimum ceiling height free of rafters. A ceiling that is lower than 22 feet is not acceptable for instruction or play.

It is recommended that doubles play court lines be put on the floor to dictate space requirements per court. Doubles courts that have a minimum of two feet free space outside the outer boundaries are adequately spaced for the six students per court ratio mentioned above. Assume a normal high school gymnasium with basketball court dimensions of 84 by 50 and four feet of boundary (refer to Figure 1, Appendix A).

From this figure it can be seen that four courts can be comfortably superimposed on a regulation basketball court. Those schools fortunate enough to have larger spaces should attempt to lay out six courts.

Those instructors who are buying equipment for the first time should attempt to buy lightweight steel rackets and indoor nylon shuttlecocks. The Carlton 4.1 racket and the Carlton Nylon Tournament Shuttlecocks, or similar products, are highly recommended. The light weight steel racket is easier to handle, has no requirement for a press, and seems to cause less wear and tear on the nylon strings than does a wood racket. Repairing rackets should be no problem. Rackets can be strung with a 12 pound tension on a 20 gauge nylon string manufactured by Ashaway. The Carlton rackets, shuttlecocks, and Ashaway nylon badminton strings are all distributed by the Wilson Sporting Goods Company. There are other equally acceptable rackets, shuttles and strings on the market. The instructor should shy away from wood rackets and feathered shuttlecocks because they are far less durable than their respective steel and nylon counterparts. Outdoor shuttlecocks (noticeably heavier) that are recognized by a heavy rubber head and relatively soft plastic feather, should not be used because the excess weight and speed of flight result in improper stroke technique and poor general play. They also cause much more rapid deterioration of racket strings.

Nets and standards that anchor in floor baseplates can be purchased from most any sporting goods dealer. As is pictured in Figure 1, the most easily maintained net arrangement is a one-quarter inch steel cable which is anchored in each wall at a height of five feet one inch. The cable supports all four court nets and is supported between courts by very light

wood posts that are five feet one inch high. For storage, the cable (with nets strung) is very easily rolled into a neat package. The light weight center support standards do not need anchor plates, hence are easily removed for storage.

Despite the playing facilities and equipment that are described above, the instructor should be aware of potential safety hazards during instruction and play. As in all activity instruction, safety is a primary concern in badminton. The racket actions of several mobile students in a half court area could, unintentionally, result in a severe injury of a student's head or shoulder. The badminton racket moves with deceptive speed and the edge of the racket could cause severe damage if allowed to strike someone. The rapidly flying shuttlecock could also cause discomfort if one were hit in the eye. Attention to safety becomes increasingly important in progressively larger classes.

III. TEACHING OBJECTIVES AND DESIRABLE LEARNING OUTCOMES

Objectives

As an instructor one must set reasonable and desirable goals for the instructional unit. Listed below are six major objectives, each of which is attainable by all in the class and within a series of 18 to 20 lessons. Students should gain:

1. Knowledge about and respect for the game.
2. Respect for fellow participants (partners and opponents).
3. Success in overall performance.
4. Improvement in court movement and racket skills.
5. The benefits from rigorous physical activity.
6. A desire to continue with the game.

There are a number of more specific objectives that become apparent when presenting the instructive drills, lesson sequence, lesson emphasis, and evaluations.

When the instruction to be received is positive in nature for all attending students, they will collectively respond to highly organized lessons. For this reason the instructor is advised to use his own efficiency and dedication as the model for students to emulate. Invariably students respond rapidly to a sincere instructor who demonstrates that he/she is concerned that each of them gain proficiency in the activity. Once efficiency becomes part of the program, the instructor and students are well on the way to the realization of desirable objectives and learning outcomes. Additionally, the presentation of player etiquette and the requirements for fair play that are inherent to the game of badminton are easily introduced in a class that is relatively structured.

Learning Outcomes

The learning experiences can vary tremendously dependent upon the players/court ratio and the ability of the teacher. It is important to maintain maximum participation (no sitting down) for all students. Assuming that there are no more than six players/court, students will be able

to gain a great deal of stroke proficiency and continuous activity. Singles play may not receive as much emphasis as doubles play unless the players/court ratio is reduced to 4:1. One of the most important learning experiences is that which involves actual aggressive competition. Do not "throw out the ball," but do insure that students have the opportunity to play games during several of the lessons. Students who are not playing a game can stand on the side and score a game being played by classmates.

The learning outcomes to be stressed that are consistent with the previously listed objectives include:

1. Knowledge of rules
2. Knowledge of etiquette
3. Ability to perform several strokes
4. Knowledge of and ability to employ singles strategy
5. Knowledge of and ability to employ doubles and mixed doubles coordination and strategy
6. Improved physical condition and ability to move efficiently on the court
7. Knowledge about equipment and playing environments

IV. THE KEYS TO PERFORMANCE - FUNDAMENTALS

Ready Position

As described in all instructional booklets on badminton, the "ready position" is that position assumed by any player who is trying to prepare for any eventuality in defending his court. The ready position refers to

1. the player's optimum position on the court, and
2. the player's optimum physical posture and racket position.

The spot on the court most closely associated with a central location for play and defense of the whole court is approximately four feet behind the front service line and with the feet straddling the center line.

The player's posture should be as pictured in Figures 2 and 3 of Appendix A with

1. feet spread more than shoulder width apart and separated slightly front and back;
2. weight distributed evenly on the feet and slightly forward (weight is not supported directly on the heels);
3. knees and hips flexed so that the body has a forward orientation;
4. racket held with forehand grip at chest level and held slightly across the body. The non-racket hand is held away from the body as an assist for balance.

From this position the player should be able to move rapidly to any position on the court - make a shot - and return to the ready position.

In observing champion players in badminton, students will notice that the champions have relatively active feet - almost as in a nervous preparation for the next movement. The same active feet are noticeable in good tennis players, too.

Forehand Grip

With the non-racket hand, hold the racket face away from the body and with the face perpendicular to the plane of the floor. The grip for forehand shots is assumed by simply reaching out and shaking hands with the handle (grip) of the racket (refer to Figures 4 and 5 of Appendix A). Gripping errors that are immediately noticeable include holding the racket as if it were a frying pan or holding the racket as if it were a hammer.

The forehand grip allows great wrist flexibility for the proper execution of all forehand shots. There should be recognized a definite finger control on the movement of the racket face as the players flex their wrists forward and backward.

When the racket is gripped improperly students noticeably lose their wrist flexibility, especially on power shots. Early in play, when all students are making some errors, the incorrect grips do not result in problems, but as players advance in stroke technique, incorrect grips become a definite hindrance to performance.

Backhand Grip

The backhand grip is assumed by pronating the wrist one-quarter turn (rotate the back of the right hand 90 degrees in a counterclockwise direction) from the forehand grip position. With this grip the thumb will rest comfortably in the wide flange of the racket grip (refer to Figures 6 and 7 of Appendix A). As you turn your body to execute a backhand shot, the racket (in the newly gripped position) is gripped so that maximum power and flexibility can be used in the shot.

As players advance in skill, they will develop an ability to rotate the racket in their racket hand from forehand to backhand grip and without any assistance from the non-racket hand.

Occasionally students will ask if it is acceptable to switch the racket from left hand to right hand so that a forehand can always be used. Such a practice should be discouraged in favor of the versatility and quickness that are developed with time by using only one hand.

V. DRILLS FOR PLAY

There are many skills required to play the game intelligently. Many of these skills can be developed by practicing a series of fundamental movements. It should be realized that a true understanding and "feel" for any game cannot be gained without actual participation in that game and under many conditions. The drills that are described below all relate to actual play, and it is important to describe this relationship to students.

There are a great number of specific skills that could be listed. For simplicity it is easier to categorize the more general skills required for good performance. These general skills include:

1. Movement efficiency
2. Movement quickness
3. Eye-hand coordination

4. Shot technique
5. The ability (during play) to analyze opponent strengths and weaknesses relative to own strengths and weaknesses.

The skills (1), (2), (3), and (4) are improved upon noticeably every week of instruction and by all students who become involved in the drills and play. Skill (5) might be more simply stated as "experience," but the lengthy wording emphasizes some specific characteristics of experience that reflect a cognitive involvement in the game. Such involvement is highly desirable and should be stressed in all of the latter lessons of instruction when so much of the class time is associated with playing the game.

Though not termed as skills, level of fitness and knowledge of rules and etiquette add immeasurably to the success a student realizes in badminton.

The drills listed below are titled so that they can be referred to easily in the lesson progression.

A. Movement Efficiency

Many students will come to you with varied ability in leg power and movement coordination. Students will be required many times in a game to lunge and extend fully to reach the shuttle. The first two drills can be used as part of warm-up or as performance improvement drills.* These drills are used to help develop movement efficiency, leg strength, and physical condition. The drills are described for a right-handed person.

(1) Side to Side Drill - From the ready position extend your body to the right and reach as far as possible out over your racket leg. Touch the floor with the racket as far from your left toe as possible, or on the singles court boundary line. Come back to the ready position using primarily the strength of your right leg to carry your body weight.

Repeat the same motion to the left by stepping across your body with your right foot and extend again maximally over your racket leg, or to the singles court boundary line. Recover to the ready position.

This drill can be accomplished by a great number of students by stacking four or five deep on the center line of a court. As a teacher you simply command Ready, Right, Left, Right, Right. . . in whatever sequence you care to use. You can evaluate your students in their leg power, quickness, and body movement posture by asking them to move as rapidly as possible in each direction with the commands. It is recommended that students be given two 30 second timed drills. (Refer to Figures 8, 9, 10, 11, and 12 of Appendix A for a pictorial description.)

(2) Front-Back Drill - As a second drill the front-back drill works the long dimension of the court. Stand four students side by

*As in all drills, it is important to demonstrate the correct movement prior to asking students to execute.

side in the ready position. The command "front" brings all of the students in a lunge forward over their racket leg as they lightly touch the top of the net with their rackets - then recover to the ready position as rapidly as possible. The command "back" tells the students to pivot on their left foot and shuffle-slide** three steps back very rapidly from which point they execute a simulated forehand overhead stroke and return as rapidly as possible to the ready position and centered in the court (refer to Figures 13, 14, 15, 16, 17, and 18 of Appendix A for a pictorial description). Once again it is necessary for students to use this drill to learn court boundaries and be critiqued in movement quickness, movement efficiency, and movement body posture. Two 30 second sequences of varying front-back-back-front commands are recommended. Intersperse the sequences with a 30 second rest.

As an instructor it is very easy for you to pick out students (1) who do not move correctly; (2) who move slowly; and (3) who are poorly conditioned. Words of encouragement and on-the-spot instruction are called for right away.

The movement problems that are most often recognized on the side to side drill include:

1. very little upper leg power (too little strength);
2. improper ready position (not on balls of feet, knees not flexed);
3. racket carried improperly (too low, and/or as a hammer);
4. immediate fatigue (poorly conditioned).

To overcome the four problems, respectively:

1. homework is recommended on that same drill;
2. ask for concentration;
3. ask for concentration - on proper grip and on carrying racket higher;
4. involvement in aerobic and anaerobic conditioning outside of class.

The movement problems that are most often recognized on the front-back drill include:

1. students stand straight-legged, hence respond slowly to the commands;
2. very little upper leg power;
3. inability to pivot on ball of left foot;
4. improper shuffle technique.

To overcome the movement problems, respectively:

1. in warm-up, have students jog in place from a low crouch posture and with feet wide-spread;
2. in every day warm-up, use slow lunge and extension exercise;

**In the shuffle-slide, students should not cross their legs.

3. practice pivot alone continuously until all can do it automatically;
4. practice the shuffle slide correctly by going in the correct direction all the way around the perimeter of the gymnasium.

B. Movement Quickness and Eye-Hand Coordination Drills

(1) Net Drill - Ask students to play a game where they short serve and hit all shots underhand and right on the net. That is, after the serve any shot hit beyond the short serve line is out of bounds - they must play right on the net. Initially disallow the smash; after the students can move and hit shots close to the net, let them smash, too. While playing on the net, they should carry their body low and their racket at chest height (refer to Figures 19 and 20 of Appendix A for net drill positioning).

(2) Quick Hit Drill - From the ready position short serve and then in rapid fire succession your opponent and you hit the shuttle as many times as possible right at each other. Score points for every shuttle that goes past your opponent but still stays in the court. The shuttle should be hit as close to the net as possible. The racket should be held at chest height and weight should be slightly forward on the balls of the feet - as in the ready position (refer to Figures 21 and 22 of Appendix A for quick hit drill positioning).

C. Forehand Shot Technique

(1) The Clear (Refer to Bloss and Brown for technique description)

As a warm-up and to develop shot technique start each of two opposing students at mid-court.

a. Hit shuttle high and to center court - 10 shots.
b. Each student moves back a step - using proper technique, hit 10 shots high and to your opponent - technique should be evaluated by instructor.
c. Each student moves back one step - 10 shots of high deep clear. Evaluate.
d. Final step back should put each student on the baseline. Hit 10 successive high clear shots to your opponent's baseline while he hits similar clear shots to your baseline (refer to Figures 23, 24, 25, 26, and 27 of Appendix A for pictorial description of the clear).

Four students can work on one court by having partners use only one half-court. Many students (more than half) will not be able to execute the clear from baseline to baseline. Proper technique is very obvious to all in this drill situation. Technique, coordination of stroke, and power will noticeably improve in a series of lessons. Several (about half or more) will still not be able to hit baseline to baseline after all lessons are over. They simply will not have the power.

Common errors include:

a. Not set up properly;
b. Too much arm motion;

c. Improper leg action;
d. Not hitting the shuttle when arm is fully extended.

To improve on the four common errors, respectively:

a. Insure student sets up behind where shuttle will fall, so a weight transfer forward can be made on the stroke.
b. Insure a full extension upward when hitting shuttle and a wrist snap at the top.
c. Insure student drives forward - the same as the motion observed when an outfielder throws a ball to homeplate. Ask for an exaggerated weight transfer.
d. All shots should be taken as high as possible to put more of a quick movement requirement on the opponent, and because ultimately shots can be disguised more easily if they are all taken with the shuttle high in the air.

(2) The Drop (See Bloss and Brown for technique description)

Student (x) remains on the baseline; student (y) comes to net. Student (x) hits a series of drop shots from baseline while (y) continues to hit underhand high clears back to (x) on the baseline (refer to Figure 28 of Appendix A for point of contact on drop shot).

Common errors include:

a. Hitting shuttle with less than a full extension.
b. Hitting shuttle up in the air instead of down toward the top of the net.
c. Telegraphing the shot.

To overcome the errors:

a. Student should describe the same initial motion as the clear and reach high for the shuttle.
b. Student should concentrate on hitting over the top of the shuttle to bring it down off the racket to the net, rather than hit up on the shuttle.
c. Student should be conscious of initiating all overhead forehand strokes the same way - so he must set up as if he were going to hit a clear or smash and then execute the drop.

(3) The Smash (See Bloss and Brown for technique description)

Student (x) sets up at mid-court or one step back from mid-court and student (y) sets up just opposite. (y) will lift a high short clear to (x) who tries to smash directly at (y) (an aimed shot). If possible (y) will return smash for (x's) second smash, and so on. Students switch every two minutes. As in the drop shot, the point of contact for the smash with the shuttle occurs when the racket is over the top and coming down toward the court.

Common errors include:

a. Late set up and a consequent poor hit.
b. Hitting shuttle flat - out the back of the court.

c. Missing the shuttle.
d. Hitting with a bent elbow instead of with a full extension.
e. Loss of balance on shot execution.

To overcome errors, respectively:

a. Demand quick movement to a point behind where shuttle will fall. Some students may not ever gain the perceptive ability to do this - some may not ever smash effectively.
b. Insure students pop their wrist over the top - they should realize they are hitting a powerful wrist shot down at the floor.
c. An early set up usually will overcome this problem, but some students will have problems hitting the smash, so should not be forced to do so - except in drill work and in practice games.
d. As in all overheads, demand a full extension and hitting over the top. Very little power can be gained and much less wrist is involved if the bent elbow is used in overhead shot technique. Students who hit overheads with a bent elbow quite often have improper leg placement and weight transfer during the execution of the shot.
e. A student loses balance when too much effort is involved. An experienced player should be able to smash 25-30 times in succession before becoming fatigued.

D. Service Drill

These drills include nothing more than practicing 15-20 consecutive short and long serves. As an instructor you want to demonstrate technique and demand proper shot execution. Some students will have difficulty with the coordination of the stroke and may not be able to hit the shuttle at all. Continuous practice - daily - with words of encouragement will usually solve the problem. The serve is a definite rhythmic movement. As an instructor, concentrate on teaching the proper drop of shuttle, stroking motion, and rhythm of the shot. The short serve is easier to hit and should be practiced first. (Refer to Figures 29, 30, 31, and 32 of Appendix A for pictorial description of service drills.)

E. Wall Drills - Wrist Work and Technique

If you are fortunate enough to have a high wall in your gymnasium, you can station students 12-15 feet apart and have them stand 8-10 feet from the wall while (1) executing overhead clears high into the wall, or (2) alternating forehand and backhand quick shots into the wall at chest height. These are fatiguing drills, but excellent for hand-eye coordination, quickness, and development of wrist power and wrist flexibility. (Refer to Figures 33, 34, and 35 of Appendix A for pictorial description of wall drills.)

F. Drills for Double Play

As your students advance in skill, they have need for more demanding drills. One way to handle this is to demand better precision and deception on the earlier described drills. In this way, singles drills can be used effectively for all the formal instructional lessons. However, as you move into doubles play, you may want to change your drills somewhat. Doubles play is extremely fast and requires an extremely alert performer. Most of

the following drills find a premium placed on quickness. Since two people are on the doubles court, a student will work in a relatively more confined space and with more quickness.

Serve and Return of Serve

(x) short serve - (y) tries fast return or smash (10 serves). (x) long serve - (y) tries smash (10 serves). Reverse roles after 20 serves. (Refer to Figures 36 and 37 of Appendix A for pictorial description of serve and return of serve.)

Team Coordination

(x) and (y) are teammates and must always hit shuttle to center of return court by use of any shot. (w) and (z) cannot smash, but try to confuse (x) and (y) by mixing shots on the court. There is an ongoing discussion with this drill to insure partners (x) and (y) understand each other's movements and court responsibilities. Eventually all of court is covered and most situations.

It is of paramount concern that the instructor critique play continuously during all drill work. Do not allow one error to continue. As a teacher continue to move from court to court while critiquing. Students with pronounced weaknesses can execute appropriate drill(s) to overcome these weaknesses.

VI. LESSON PROGRESSION

The following 20 lesson progression is recommended for high school instruction. There is a great deal of emphasis on drill and learning of rules in the first several lessons - such an orientation is a must if students are going to execute shots and play correctly.

Lesson 1: Do not dress out. Describe normal class procedure. Describe proper grips and give each student a racket to carry during the class. On a court, describe singles court dimensions and net height. Talk through a singles match for men and for women. Describe nomenclature of the racket and safety considerations in a crowded class. Demonstrate motion of long power shots. Dismiss!

Lesson 2: Take roll. Warm-up - stretch for 5 minutes. Describe side to side drill and why it is used (4 minutes). Practice the drill and critique student movements (5 minutes). Describe front-back drill and why it is used (4 minutes). Practice front-back drill and critique (4 minutes). Demonstrate forehand drill-middle distance (4 minutes). Involve students in this drill for the rest of the period (12 minutes). Dismiss!

Lesson 3: Take roll. Warm-up for 5 minutes. Side to side drill (2 minutes). Front-back drill (2 minutes). Single out weak students and talk to them during the next long drill. Review forehand overhead drill (10 minutes). Practice forehand overhead drill (10 minutes). Demonstrate short serve (3 minutes). Practice short serve drill (12 minutes). Continuous critique by instructor. Review errors (3 minutes). Assign pages 1-2 of rules.

Lesson 4: Reaccomplish Lesson 3 - also add demonstration of long serve. Add pages 3-4 of rules.

Lesson 5: Lesson 4 - add long serve practice. Add pages 5-6 of rules.

Lesson 6: Take roll. Warm-up for 5 minutes. Side to side (2 minutes). Front to back (2 minutes). Practice forehand overhead drill (10 minutes). Practice short serve (4 minutes). Practice long serve (4 minutes). Demonstrate net drill (3 minutes). Practice net drill (8 minutes). Critique students during drills. Review errors of net practice (2 minutes). Dismiss!

Lesson 7: Take roll. Warm-up for 5 minutes. Forehand overhead drill (10 minutes). Net drill (10 minutes). Demonstrate quick hit drill (3 minutes). Practice quick hit drill (10 minutes). Review game play - you may demonstrate again. Assign all remaining rules.

Lesson 8: Take roll. Warm-up for 5 minutes. Forehand overhead drill (5 minutes). Net drill (5 minutes). Quick hit drill (5 minutes). Introduce backhand (3 minutes). Practice backhand (5 minutes). Play singles (10 minutes). Review backhand and singles play (2 minutes). NOTE: As students are warming-up it is easy to review the rules they were to study for the day.

Lesson 9: Take roll. Warm-up for 5 minutes. Practice backhand (5 minutes). Practice serves (5 minutes). Play singles (20 minutes). Review singles rules and etiquette (5 minutes). Dismiss!

Lesson 10: Twenty-five minute exam on rules and etiquette. Emphasis of questions is in singles play. Review exam. Dismiss!

Lesson 11-12: Take roll. Warm-up. Singles play tourney. One game matches - men against men, women against women. Non-playing students score for players.

Lesson 13: Take roll. Warm-up. Ladder tourney based upon normal ladder progression. Men against men and women against women. Following this series of instructional lessons you can enter into doubles instruction quite easily. In the event that you want to spend the majority of the time on doubles play, it is recommended that you finish singles play by approximately Lesson 9 and then have several drill lessons directed toward doubles play prior to actual doubles play. If you have an equal number of boys and girls in class you may want to start doubles play instruction with mixed doubles and then go to doubles play in the last series of lessons. It should make little difference which instruction (doubles or mixed doubles) is given first.

To take the burden from students, it is strongly recommended that all students be ability grouped for doubles play and that doubles partners be assigned by the teacher. For example: Players 1 and 4 in singles might be a good match against 2 and 5 or 3 and 6, and so on.

Lesson 14: Take roll. Warm-up for 5 minutes. Discussion of rules unique to doubles play (5 minutes). Demonstration of doubles game (10 minutes). Demonstrate Team Coordination Drill (2-3 minutes).

(Use doubles court.) Practice Team Coordination Drill (15 minutes). Review doubles movement techniques and shot techniques (2 minutes). Assign all doubles play rules as homework.

Lesson 15: Take roll. Warm-up. (Review rules during warm-up.) Review Team Coordination Drill (2 minutes). Practice Team Coordination Drill (10 minutes). Demonstrate serve and return of serve drill (3 minutes). Practice serve and return drill (15 minutes). Doubles play (5 minutes). Dismiss!

Lesson 16: Take roll. Warm-up. Practice doubles game (20 minutes). Exam on doubles play and etiquette (15 minutes). Review exam (5 minutes). Dismiss!

Lesson 17: Take roll. Warm-up for 5 minutes. Doubles play opponents designated (all period). Opponents should have similar skills. Do not pit the strongest players against the weakest players.

Lesson 18: Take roll. Warm-up for 5 minutes. Doubles play - new opponents (all period).

Lesson 19: Take roll. Warm-up for 5 minutes. Mixed doubles demonstration (5 minutes). Female should play net when possible. Refer to Bloss and Brown for court responsibilities. Mixed doubles - partners designated and opponents designated.

Lesson 20: Take roll. Warm-up for 5 minutes. Mixed doubles review. Mixed doubles play.

From the foregoing instruction, students should have an understanding of the game. They will not have played as many games as they want, but they should be ready to continue on their own for some time.

VII. EVALUATIONS

Evaluation in badminton should not be complex. All items listed in the learning outcomes should be evaluated. More specifically, a form such as that presented below might be appropriate. Students can be given a form on the first day of class and told that they will be evaluated on their performance in all categories that are observed. Then, if you do not observe a student's performance in one area, you simply do not mark that space. A student's grade becomes a figure based upon the per cent of points from those areas that were evaluated.

TOTAL POINTS: 200 PER CENT OF POINTS: _____ NAME: _____

FINAL GRADE: _____

*Knowledge of Rules	35	From Exams	_____	Assuming T-F questions.
*Knowledge of Etiquette	15	From Exams	_____	Assuming T-F questions.
*Knowledge of Equipment	10	From Exams	_____	Assuming T-F questions.

*Sample Exams are presented as Appendix B and Appendix C.

Knowledge of Rules	10	From Play	_____	Observation of playing performance.
Knowledge of Etiquette	10	From Play	_____	If performance indicates no problems, then all points are awarded.
Ready Position	10	Drills & all Play	_____	
Court Movement	20	Drills & all Play	_____	
Stroke Performance	40	Drills & all Play	_____	
Doubles Coordination	15	Doubles Play	_____	
Singles Strategy	20	Singles Play	_____	
Improved Physical Condition and Hustle	15	Drills & all Play	_____	
TOTAL	200			

In the physical performance areas, students are to be continuously critiqued on performance and dependent on the activity - any practiced activity after Lesson 10 should be ready for your evaluative eye.

Perhaps understandably, students who score high on this evaluation are also the students who perform well competitively. However, it is quite likely that the best players will not perform well in a few of the categories of evaluation.

Other categories of evaluation can be added, such as grip, individual shot technique, service technique, etc., but one can also notice that these categories of evaluation are part of the broader categories already listed. The purpose of this evaluation form is to keep evaluation relatively simple and also accurate. For every area that a student's score is reduced from the maximum, the instructor should have some notation about the reason for deduction. For example:

If John Jones received only 30 of 40 points in the stroke performance the instructor may indicate:

1. Bent elbow on overheads -4
2. Poor long service technique -2
3. Drop shots are popped up -4

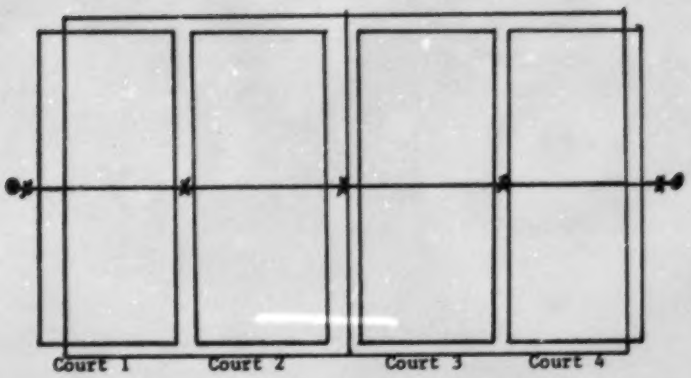
If the instructor spends more time in doubles play than is suggested in this outline, obviously a change in evaluation points is in order.

VIII. WORKING WITH THE LOW SKILLED STUDENT

As an instructor, you will become aware of the fact that some students have very poor hand-eye coordination and may not progress nearly as rapidly as the rest of the class. Similarly, some students will not perform well because their physical condition and overall movement abilities are so poor. In these instances, students need to establish different goals that are more fundamental in nature. You may find your greatest success as a teacher in simply assisting a young man or woman improve to the point that they can consistently hit a shuttle while they are on the move. To overcome some of the difficulty of the low skilled students, it will be appropriate to

ability group your students for play and drill work. Students do understand that they have different skill learning abilities and you will find that skilled people will advance together if they can learn together. Similarly, low skilled students will advance together if they can learn together. Many times the low skilled students enjoy their instructional lessons and play more than do the high skilled. The final grade of the low skilled student will not usually be as high as his high skilled classmate, but the learning experience will have been just as enjoyable for both. Some instructors include effort or hustle as a large segment of the evaluation. In this way they are able to adequately reward a low skilled student for superior effort - even though effective playing performance remains low.

APPENDIX A



20 ft wide
by
44 ft long

Figure 1
Badminton Courts on the Gymnasium Floor

Figure 2
Ready Position - Side View

Figure 3
Ready Position - Front View

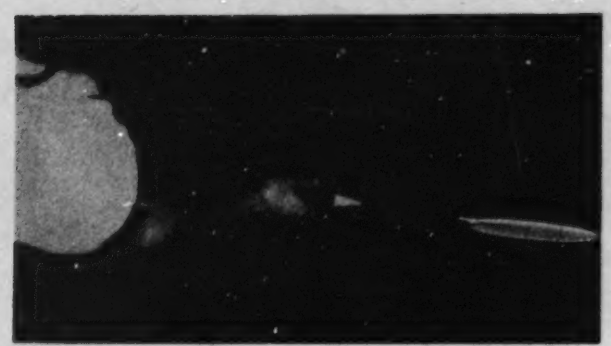


Figure 4
Forehand Grip - Top View

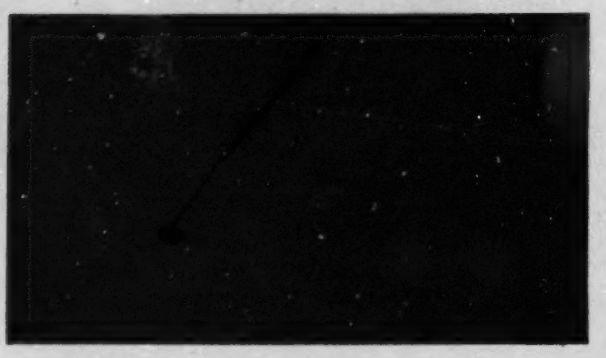


Figure 5
Forehand Grip - Side View

Figure 6
Backhand Grip - Top View

Figure 7
Backhand Grip - Side View

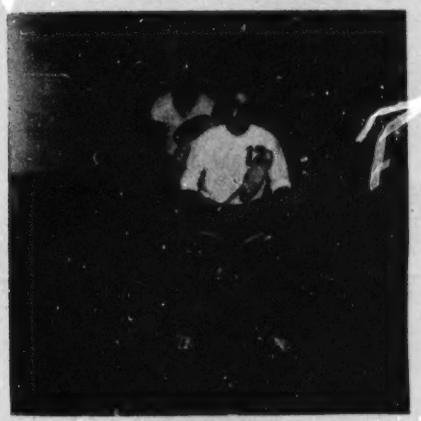


Figure 8
Start in Ready Position

Figure 9
Full Extension and Lunge Right

Figure 10
Return to Ready Position

Figure 11
Full Extension and Lunge Left

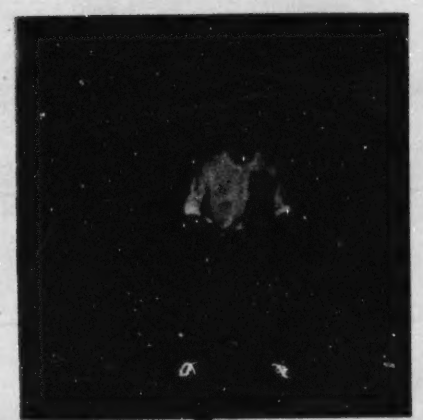


Figure 12
Return to Ready Position

Figure 13
Start in Ready Position

Figure 14
Full Extension and Lunge Forward

Figure 15
Return to Ready Position

Figure 16
Shuffle Backward

Figure 17
Execute Forehand Overhead Stroke

Figure 18
Return to Ready Position

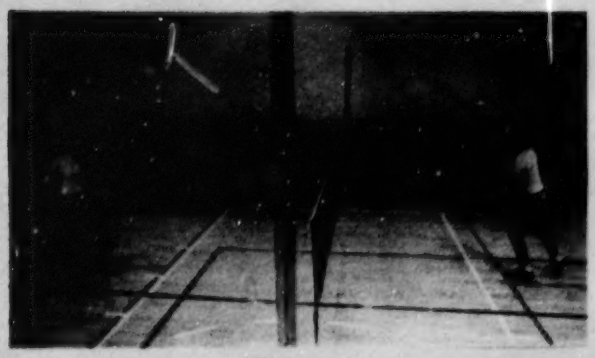


Figure 19
Start

Figure 20
Play

Figure 21
Start

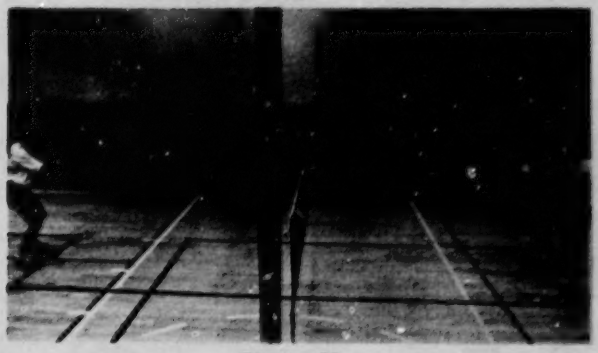


Figure 22
Play

Figure 23
Set for Shot

Figure 24
Initiate Stroke

Figure 25
Contact Shuttle at
Full Extension

Figure 26
Wrist Power

Figure 27
Follow Through

22

Figure 28
Point of Contact

Figure 29
Set Position

Figure 30
Initiate Stroke

Figure 31
Contact Shuttle

Figure 32
Follow Through

Figure 33
Overhead Forehand Stroke High into Wall

Figure 34
Forehand Sidearm Wrist Stroke

Figure 35
Backhand Sidearm Wrist Stroke

Figure 36
Server and Returner Set

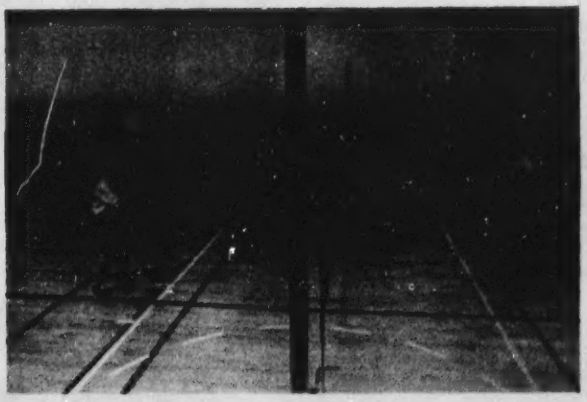


Figure 37
Play

Appendix B - Sample Exam
BADMINTON QUIZ 1 (Singles Play)*

T or F NAME: KEY

F 1. A 21 point game can be set at either 18 or 19 points.

F 2. Female players will switch sides of the net when one player has reached 7 points during the third game.

T 3. It is not a "fault" on the service if the shuttle is not touched during the stroking motion.

F 4. Wood shots are not legal.

F 5. The person being served to must have part of both feet inside or on the boundary lines of the receiving court.

T 6. The posts for the badminton net should be placed on the side boundary of the court.

F 7. The person being served to is called the "defender."

T 8. The side which wins the toss to start a match may select any one of three options.

F 9. Players should switch courts (sides of the net) after each game (as in tennis) unless there is no court advantage.

T 10. Shuttles which hit obstructions (ceilings and the like) are said to be "out of play."

F 11. The net stands 5 feet at the center and 5 feet two inches at the posts.

T 12. A shuttle has the correct pace when a player can hit it upward and underhand from one back boundary line to "one to 2.5 feet" short of the far back boundary line.

T 13. The server in singles play is called the "in" side.

T 14. Men's singles games are played to 15 points or 21 points (excluding sets).

F 15. Women's singles games are played to 11 points or 13 points (excluding sets).

F 16. The winning player from the first game will not serve first at the start of the second game.

T 17. In singles play, service is initiated from the right hand court on all even point counts of the server.

F 18. A player may fake or feint his opponent during the serving action.

*Rules are taken from the Laws of Badminton as published by the American Badminton Association.

T 19. A shuttle that is in play cannot be struck prior to crossing the net from the opponent's court.

T 20. The shuttle cannot be hit twice in succession on the same side of the net.

F 21. A player who has both feet on the ground outside of the court is part of out of bounds in the event that he is hit by a shuttle which has been hit by his opponent.

T 22. A shuttle which passes over the net during service or during a rally and then catches in the net is termed a "let."

T 23. Generally, a tournament match is to be played continuously.

T 24. When there is no umpire, the score is normally kept by the server who reports the score prior to each service.

F 25. If an individual faults (such as striking the net) after the shuttle is out of play, he is said to have faulted and loses the rally.

F 26. After both players are ready, serve must be delivered within 3 seconds or a fault is called against the server.

Appendix C - Sample Exam
BADMINTON QUIZ 2 (Doubles Play)*

T or F

NAME: KEY

F 1. At the start of the second game of a doubles match, both players of team "A" serve until they lose a rally, and then team "B" starts to serve from the right hand court.

F 2. In a doubles match, player "A1" serves to his opponent (player B1). The shuttle hits the top of the net on service and then continues on into "B1's" court. "B1" does not return the serve because it automatically becomes a "let" upon hitting the top of the net.

F 3. Player "A1" starts serve for his team to start the game. Therefore, "A1" will continue to serve first each time his team wins the right to serve.

T 4. "A1" serves from the wrong court and wins a point. "B1" recognizes the error before the next serve, hence the point is nullified and "A1" serves from the correct court.

F 5. If in competition, "A1" and "A2" start game 1 in their respective right and left service courts, they must also start game 2 the same way.

F 6. If "A1" starts the game in the right service court, his partner will start in the left service court for all odd numbered points by their team.

F 7. To capitalize on their strengths, mixed doubles players should generally attempt to play side by side.

F 8. Generally, the best serve in doubles play will land on the outside corner of the receiver's court and right on or near the front service line.

T 9. Generally, the singles game of badminton is quicker than the doubles game.

F 10. The doubles game is played within the boundaries of the wide court dimension and the short court dimension.

F 11. The net in doubles play is to be placed one inch higher than it is in singles play.

F 12. In doubles play the serving team initiates their first serve from the court where they last lost service.

F 13. In the first game only of a doubles match, the first team to serve is allowed one (hand) out before the opposing team serves.

T 14. If in actual competition, you are capable of beating someone 15-0, 15-0, you should make every attempt to do so.

*Rules are taken from the Laws of Badminton as published by the American Badminton Association.

F 15. A shuttle that is falling way outside the court boundary line during play can be caught by a player without penalty.

F 16. If you know your opponent has hit an illegal shot (double hit), you may call the shot illegal and take the point or serve.

F 17. In mixed doubles, teams are tied at 14. They now can select the options of playing to 15, 17, or 18.

T 18. In a handicapped tournament match, the two opponents cannot set the game under any circumstances.

F 19. It <u>is</u> possible for a doubles player to receive two consecutive serves in the same game.

F 20. A player in doubles play serves from the wrong court. His team wins the point. The error is recognized. Point counts and the players continue playing in the new order.

T 21. A player on the "out" side receives serve when he is in the wrong court. His team wins the rally. The wrong court error is recognized. Decision: The winning rally is not allowed and the point is replayed with the correct partner in the receiving court.

T 22. A doubles player serves from the wrong court. His team loses the point. The serving error is recognized. Decision: The rally counts and the team continues to play with the changed court positions.

F 23. A player (the "out" side) fakes at the server just prior to the serve. The serve is delivered anyway and the server wins the point. Decision: No point. Serve over because the fake stops play.

T 24. A shuttle that hits the ceiling is out of bounds, hence is scored in favor of the person who would have next hit the shuttle.

F 25. It is not all right to hit the shuttle before it comes across the net to your side. Similarly, it is not all right to follow through with your stroke across the net after you have hit it on your own side of the net.

F 26. Doubles partners need not stand in their respective courts at the start of play, but cannot unsight or obstruct their opponent.

F 27. Doubles players "A" and "B" lift the shuttle high to their opponents. Decision: "A" and "B" should play front-back and drop down low to defend against the smash.